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Education: A Survey of Tendencies. By A. M. WILLIAMS, M.A. Glasgow: James Maclehase & Sons, 1912. Pp. ix+225. 3s. net.

Education is here considered "as the story of man's attempt to ascertain what is of value and how to relate this to the child's mind." The author asserts that "it is of supreme importance that ratepayers form some just conception of what education means, what it can and what it cannot do, and how it can be carried on. Unless they realize that education is the foundation of every state, they will be indifferent to it and they will grudge to pay for it. This book has been written in order to show the need of education to a true national life and its claims upon the interest and support of citizens."

Books on education are usually by the teacher and for the teacher. It is interesting to find one which reads right along and has the intention of revealing to Everyman what is the school system he is expected to support. It will profit the teacher to read the book.

It is strange someone in America has not thought to render a similar service to American citizens by presenting to them the general educational movement in relation to the school system.

The Social Composition of the Teaching Population. By LOTUS DELTA COFFMAN, PH.D.

Two Types of Rural Schools with Some Facts Showing Economic and Social Conditions. By ERNEST BARNHAM, PH.D.

Teachers College, Columbia University Contributions to Education. Nos. 41 and 51.

Dr. Coffman divides his field into two sections: (1) Group Relationships, including age of beginning, the true age of teachers, years of service, training of teachers beyond the elementary school and salaries; (2) Socio-economic Background, including parentage of teachers, nativity, income, family conditions, size of family, and occupation of parents.

The problems discussed in six pages at the close are: Feminization, Salaries, Pensions, Training before Service, Training in Service, A Craft Spirit and An Aroused Public Conscience.

Twenty-two states contribute material—the range is from New Hampshire and Maryland to Texas and Montana; 5,215 answers to a questionnaire sent out were used—1,178 from men, 4,037 from women.

The problems to which the author wishes to direct attention are illustrated in the sketch given of the typical American teacher of each sex. Following is a part of that of the male. "The typical American male public-school teacher, assuming that he can be described in terms of the medians previously referred to, but remembering that a median is a point about which individuals vary and that our hypothetical individual is as likely to be below as above it, is twenty-nine years of age, having begun teaching when he was almost twenty

years of age after he had received but three or four years of training beyond the elementary school. In the nine years elapsing between the age at which he began teaching and his present age, he has had seven years of experience and his salary at the present time is \$489 a year. Both of his parents were living when he entered teaching and both spoke the English language. They had an annual income from their farm of \$700 which they were compelled to use to support themselves and their four or five children. . . . His salary [at the beginning, \$390] increased rather regularly during the first six years of his experience, or until he was about twenty-six years of age. After that he found that age and experience played a rather insignificant part in determining his salary, but that training still afforded him a powerful leverage."

The writer accepts feminization as "a condition which cannot be averted." What concerns him most is the fact that "the population which teaching selects is restricted as to its opportunities for personal improvement and for liberal culture . . . the families thus represented in teaching have an income that is close to the bare living family wage; and that these families are engaged mainly in agricultural and mechanical pursuits." The relation between these facts and current salaries does not seem clear to the author.

An interesting contribution to the ends sought in this study would be one which reported the occupations and incomes of brothers and sisters of teachers. This might be even more significant than the showing made of these facts in the case of the fathers.

The greater part of the material relating to secondary schools in this report is taken from one of Dr. Thorndike's studies. The need of attention to the secondary schools which train our rural teachers is made evident.

Dr. Burnham has made a study of the two types of rural schools—the district school and the consolidated school. He has selected for this purpose four townships in each of the states of Ohio and Michigan. While he has purposely confined his effort, for the most part, to the elementary schools, there are incidental references to the secondary-school situation which are of considerable significance.

One conclusion is that "the provision of worthy secondary-school instruction is probably too expensive a task for any one strictly rural township." A comparison of expense between the city of Kalamazoo and the consolidated rural schools studied shows in the city in 1911, 15 per cent of the total enrolment placed in the high schools requiring 25 per cent of the annual budget for teachers' salaries. In the consolidated schools the 19 per cent in the high schools used 46 per cent of the teachers' salaries.

"High schools which average 37 pupils in four grades are certainly as much to be deplored as are 10-pupil district schools."

"A consensus of the opinions of the principals of the high schools in Kalamazoo County, taken in 1907, showed the district-school-prepared high-school students to be less well prepared than the town-school-prepared high-school students, in the single subject of English."

“ . . . the unit for the elementary and the high school must be different, by the dictation of physical conditions governing a sparse rural population whose chief economic resource is farm property. It seems clear that if the rural townships studied here ever get good secondary-school instruction within driving distance of their homes, they will be helped to it by the state.”

Dr. Burnham's thesis is possibly somewhat overcrowded by its varied lines of interest, but it is very suggestive as an illustration of a study showing an unusual range of co-operation in its making.

The Bedales Record 1911-1912. Bedales School, Petersfield, Hants, England. 5s.

A coeducational boarding-school of elementary and secondary grades would be considered unusual anywhere, but in England it is especially noteworthy. Apart from the feature of coeducation the school has many remarkable characteristics and its annual record might well be taken as a model by headmasters, as it is not often that one is able to gain from a report so clear an idea of the movement of a school's life. Mr. Badley, who has made the school, was an associate of Cecil Reddie and Edward Carpenter in the founding of Abbotsholme, but left that school to organize one which should be more thoroughly democratic. The *Record* tells of new buildings, the organization of the staff, lecture courses, athletics, entertainments, and much else common to boarding-schools. Especial interest centers in the reports of the methods worked out whereby the school may escape that grave danger to which private schools are subject—the lack of outside expert examination and supervision. “There was an inspection . . . by no fewer than seven of the Board's inspectors, who examined every part of the work, both indoor and out, and every side of the school life with great thoroughness.” The fact of the inspection, voluntarily called for, and the publishing of the report indicates the co-operative and democratic spirit of the management.

One gains an impression of careful thought to provide machinery which shall free the life of the school along lines of natural development. Thus the “Merrie Evenings” provide a wide range of frolic and jollity in which evidently all parts of the school participate. Voluntary occupations have a large place in the Bedales educational scheme. The school is as well organized to forward these interests as it is to bring about the successful university examination records its students make. Among these occupations are architecture. One boy “has designed and drawn out plans and elevations of a house created by himself.” Another has made sketches “mostly specimens of the timber and brick or plaster houses” in the neighborhood. A third “has followed up the evolution of the chancel as shown in the examples of this neighborhood.” A new building has for its architect and builder old Bedalians who have become prominent in their professions.

Other lines are bookbinding, fire brigades (one for each sex), photography,